DOCUMENT RESUME

ED 479 035 JC 030 375

TITLE	Demonstrating Institutional Effectiveness in the Connecticut Community-Technical College System (Initial Recommendations--DHE Performance Measures).
INSTITUTION	Connecticut Community-Technical Coll., Hartford. Board of Trustees.
PUB DATE	2002-00-00
NOTE	18p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Community Colleges; *Educational Indicators ; *Institutional Evaluation; *Institutional Mission; Nontraditional Students; Outcomes of Education; *Program Effectiveness; Student Characteristics; Success; *Two Year College Students; Two Year Colleges
IDENTIFIERS	*Connecticut

ABSTRACT

This paper presents information regarding the five critical success factors for institutional effectiveness identified by the Connecticut Community-Technical Colleges. These factors are: (1) career education; (2) general study; (3) transfer; (4) community service; and (5) student support services. The Performance Measures Review Team also points out the importance of two additional factors: access and affordability, and efficient use of resources. The review team will eventually identify several measures to assess effectiveness in each of the seven critical success factors identified. The document presents six institutional goals and defines the indicators for each goal, as well as offering a clarification of the goal, rationale for inclusion, basis for assessing performance, and data sources. Goals include enhancing student learning and promoting academic excellence. The clarification for this goal asks the question: Why do students attend community college? Rationale for inclusion argues that first-time, full-time enrollment accounts for only about 10% of headcount each fall. Community college students are typically more ethnically diverse, older, work full- or part-time, have families, and enter college with a variety of personal goals that may not include graduation. (NB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 479 035

Demonstrating Institutional Effectiveness in the Connecticut Community-Technical College System (Initial Recommendations – DHE Performance Measures)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

R.A. Williams

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

JC 030 375

BEST COPY AVAILABLE

Connecticut
Community
Colleges

Education That Works For a Lifetime

Demonstrating Institutional Effectiveness
In the Connecticut Community-Technical College System
(Initial Recommendations - DHE Performance Measures)

TC030375

Dr. Corby A. Coperthwaite
Office of Planning and Assessment
Board of Trustees
Connecticut Community-Technical Colleges
61 Woodland Street
Hartford, Connecticut 06105

Phone: (860) 725-6604
Fax: (860) 566-1308
CCoperthwaite@commnet.edu
www.commnet.edu/cc/planning

Table of Contents

Introduction 3

Performance Measures Review Team Membership 3

Statutory Mission 4

Institutional Effectiveness 5

DHE Performance Measures 6

Introduction

The Office of Planning and Assessment wishes to thank the Performance Measures Review Team for spearheading this project. The team came together in May and June for the purpose of establishing a method of assessing the institutional effectiveness of our system that could be used internally to inform strategic planning, budgeting, learner development and curriculum issues, and externally to better tell the story of Connecticut's community colleges to a vast array of publics. The design of this project is directly linked to the statutory mission of the system.

The work of the team is not complete but the process and recommended performance measures for DHE are presented here. These include the common core for all public units of higher education as passed by the BOG and five additional measures. These are only a sub-set of a larger group of measures that the team will identify as indicators of our effectiveness as a system.

Performance Measures Review Team Membership

Team membership includes the following people. Doris Arrington, Capital (Deans of Students), Caitlin Boger-Hawkins, Northwestern (Institutional Research Council), Vicky Greene (System Office), Mary Johnson (DHE), Dennis Jones (System Office), Paul McNamara, Housatonic (Deans of Administration), Lillian Ortiz, Manchester (Deans and Directors of Development), Melinda Rising, Northwestern (Academic Deans), William Ritchie, Tunxis (Institutional Research Council), Larry Smotroff, Naugatuck (Deans of Continuing Education), Coreen Sumple (System Office), Audrey Thompson, Naugatuck (Deans and Directors of Development), Vincent Tong, Gateway (Institutional Research Council), Jean Wihbey, Gateway (Academic Deans), and myself.

Connecticut Community Technical Colleges

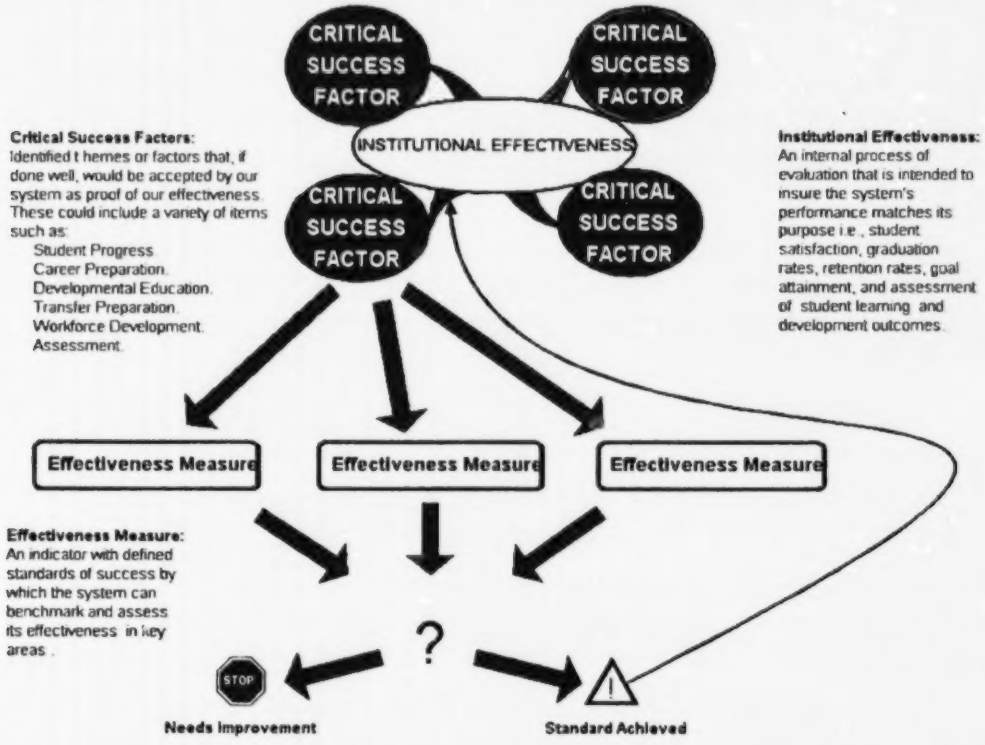
Statutory Mission

Sec. 10a-80. (Formerly Sec. 10-38l). Community service programs at regional community-technical colleges. (a) The primary responsibilities of the regional community-technical colleges shall be (1) to provide programs of occupational, vocational, technical and technological and career education designed to provide training for immediate employment, job retraining or upgrading of skills to meet individual, community and state manpower needs; (2) to provide programs of general study including, but not limited to, remediation, general and adult education and continuing education designed to meet individual student goals; (3) to provide programs of study for college transfer representing the first two years of baccalaureate education; (4) to provide community service programs as defined in subsection (b) of this section and (5) to provide student support services including, but not limited to, admissions, counseling, testing, placement, individualized instruction and efforts to serve students with special needs.

(b) As used in this section, "community service programs" means educational, cultural, recreational and community directed services which a community-technical college may provide in addition to its regular academic program. Such community service programs may include, but shall not be limited to, (1) activities designed to enrich the intellectual, cultural and social life of the community, (2) educational services designed to promote the development of skills for the effective use of leisure time, (3) activities and programs designed to assist in the identification and solution of community problems and (4) utilization of college facilities and services by community groups to the extent such usage does not conflict with the regular schedule of the college.

Institutional Effectiveness

Critical Success Factors are identified themes or factors that, if done well, would be accepted by our system as proof of our effectiveness. Well-documented evidence of performance in each of these areas is provided through effectiveness measures. Effectiveness Measures are indicators, with defined standards of success, by which the system can benchmark and assess its effectiveness in key areas. In this world of accountability, performance measurement, assessment and the like, how does a community college system demonstrate its effectiveness? Drawn directly from the statutory mission of the Connecticut Community-Technical Colleges are five Critical Success Factors: (1) career education, (2) general study, (3) transfer, (4) community service, and (5) student support services. In addition, the review team is recommending the addition of two additional factors: (7) access and affordability and (6) efficient use of resources.


CRITICAL SUCCESS FACTOR
CRITICAL SUCCESS FACTOR
INSTITUTIONAL EFFECTIVENESS
CRITICAL SUCCESS FACTOR
CRITICAL SUCCESS FACTOR
Critical Success Factors:
Identified themes or factors that, if done well, would be accepted by our system as proof of our effectiveness. These could include a variety of items such as:
Student Progress
Career Preparation
Developmental Education
Transfer Preparation
Workforce Development
Assessment
Institutional Effectiveness:
An internal process of evaluation that is intended to insure the system's performance matches its purpose i.e., student satisfaction, graduation rates, retention rates, goal attainment, and assessment of student learning and development outcomes.
Effectiveness Measure
Effectiveness Measure
Effectiveness Measure
Effectiveness Measure:
An indicator with defined standards of success by which the system can benchmark and assess its effectiveness in key areas.
?
STOP
Needs Improvement
Standard Achieved

http://www.commnet.edu/co/planning/InstitutionalEffectiveness/Process_Model.htm

BEST COPY AVAILABLE

The review team will eventually identify several measures to assess our effectiveness in each of the seven critical success factors identified. The related data collection will provide the foundation for an annual institutional effectiveness report to be published by the Office of Planning and Assessment. The review team has made considerable progress and should finish their work in the fall of 2002.

DHE Performance Measures

In the mean time the team has identified a sub-set of measures for the DHE Performance Measurement Project. These include the common core for all public units of higher education as passed by the BOG, and five additional measures. All of these measures are linked not only to our statutory mission but also the six legislative goals on which the DHE project was founded.

On the next page is a matrix showing our critical success factors, the six legislative goals and the recommended measures. Following that is the detail for each measure. Measures belonging to the mandated common core are marked with an asterisk.

This recommendation is brought forward for your consideration, discussion and hopefully approval. Our final list of measures is due to the Department of Higher Education by August 28, 2002.

Community Colleges Critical Success Factors	Legislative Goal 1 Enhance student learning and promote academic excellence	Legislative Goal 2 Join with elementary and secondary schools to improve teaching and learning at all levels.	Legislative Goal 3 Ensure access to and affordability of higher education.	Legislative Goal 4 Promote the economic development of the state to help business and industry sustain strong economic growth.	Legislative Goal 5 Respond to the needs and problems of society.	Legislative Goal 6 Ensure the efficient use of resources.
Career Education	*Pass Rates on Licens./Cert. Exams Specialized Accreditations			CETC Report Card Employment & Retention		
General Study	Student Goals					
Transfer	Transfer Out					
Community Service		*K12 Parnership Narratives			*Non-Credit Reg. (Summary) Cmty Svc Narratives	
Student Support Services						
Access and Affordability			***Minority Enrollment** ***Real Price to Students** ***% of Operating Expend. from State Support**			
Efficient Use of Resources				***Degrees Conferred by Credit Program**		***Real Cost to Students** ***Graduation Rates** Enrollment by Credit Program *Retention Rates

* Common Core:
UCONN, CSU & CTC
Bold: Peer Data Available

9 BEST COPY AVAILABLE

Goal 1: To Enhance Student Learning and Promote Academic Excellence

Indicator with Definition	Clarification	Rationale for Inclusion	Basis for Assessing Performance	Data Sources
Student Goals: The number and % of students attending community colleges for the following reasons: • Certificate • Associate Degree • Fulfill another college's requirement • Transfer with an Associate Degree • Transfer without an Associate Degree • Job preparation/retraining course • Personal development course(s) • Improve English proficiency • Developmental (college preparation) education • Unsure	Why do students attend the community colleges?	First-time, full-time enrollment accounts for only about 10% of our headcount each fall. Compared to other constituent units of higher education, community college students are typically more ethnically diverse, older, work full- or part-time, have families, and enter college with a variety of personal goals that may not include graduation, such as transfer, skill acquisition, personal enrichment, and the pursuit of lifelong learning.	Internal benchmarking	Connecticut Community College System New Student Survey, item 11, unduplicated, primary goal.

BEST COPY AVAILABLE

Goal 1: To Enhance Student Learning and Promote Academic Excellence (Continued)

Indicator with Definition	Clarification	Rationale for Inclusion	Basis for Assessing Performance	Data Sources
*Licensure and Certification Exam Performance: The percentage of successful completers on licensure and certification examinations: • Dental Hygiene • Early Childhood Education • EMT - Paramedic • Med Lab Technician • Medical Assisting • Nuclear Medicine • Nursing • Occupational Therapy Asst • Physical Therapist Asst • Radiation Therapy • Radiologic Technology • Radiology • Respiratory Care • Surgical Technology	Are program completers prepared to practice their professions?	A measure of program quality and effectiveness.	Benchmark to State and/or National Pass Rates	Various Examining Boards

Goal 1: To Enhance Student Learning and Promote Academic Excellence (Continued)

Indicator with Definition	Clarification	Rationale for Inclusion	Basis for Assessing Performance	Data Sources
Specialized Accreditations: A listing of community college programs maintaining specialized accreditations	What community college programs maintain specialized accreditations where they exist?	A measure of program quality and effectiveness.	Benchmark to availability of accreditations	Various Accrediting Boards
Indicator with Definition	**Clarification**	**Rationale for Inclusion**	**Basis for Assessing Performance**	**Data Sources**
Transfer with or without a degree: The number of students who transfer to a four-year institution with or without completing a degree or certificate	How many students transfer to a four-year institution with or without completing a degree or certificate?	Transfer, providing programs of study for college transfer representing the first two years of a baccalaureate education, is one of the critical success factors of the community college system statutory mission.	Internal benchmarking	Banner and National Clearinghouse data match (Students last attending a community college in the fall of 1999 and fall of 2000).

Goal 2: To join with elementary and secondary schools to improve teaching and learning at all levels

Indicator with Definition	Clarification	Rationale for Inclusion	Basis for Assessing Performance	Data Sources
***Collaborative Activities with Public Schools:** Narrative description of collaborative activities and programs with K-12 public schools, including descriptions of selected programs.	What are Connecticut's public higher education institutions doing to foster student learning in our K-12 public schools?	Measure of the direct linkages as well as sharing of best practices between higher education institutions and Connecticut's K-12 public schools	Internal benchmarking	College Narratives (one or two paragraphs)

BEST COPY AVAILABLE

Goal 3: To ensure access to and affordability of higher education

Indicator with Definition	Clarification	Rationale for Inclusion	Basis for Assessing Performance	Data Sources
***Minority Enrollment**: The numbers and proportions of student of color (African American, Hispanic, Asian and Native American) enrolled in the fall semester compared to proportions in the state's population 18 years & older.	How does the ethnic composition of the student body compare to that of the state?	Reflects the overall diversity of student enrollment at Connecticut's public higher education institutions.	Benchmark to proportions in the state's population 18 years and older.	IPEDS and DHE Enrollment Reports (exclude unknown and re-calc previous years).

Indicator with Definition	Clarification	Rationale for Inclusion	Basis for Assessing Performance	Data Sources
***Percent of Operating Expenditures from State Support**: The total state appropriations including general fund fringe benefits, state supported student financial aid and capital equipment funds as a percent of total educational and general (E&G) expenditures as defined by NACUBO, not including capital equipment funds.	Is Connecticut committed to providing affordable access to its higher education system?	Reflects the relative contribution of the state in maintaining affordability.	Benchmark to peer institutions	IPEDS

BEST COPY AVAILABLE

Goal 3: To ensure access to and affordability of higher education (Continued)

Indicator with Definition	Clarification	Rationale for Inclusion	Basis for Assessing Performance	Data Sources
***Real Price to Students*: Tuition and mandatory fees for a full-time, in-state undergraduate student as a percent of median household income.	What is the price of attendance for in-state students relative to Connecticut's median household income?	Tracking changes in tuition and fee costs relative to income gives an indication of whether college costs are becoming more or less affordable	Benchmark to peer institutions	Tuition and Fees – IPEDS or Peer Institutions; Median Household Income – Census Bureau

Goal 4: To promote the economic development of the state to help business and industry sustain strong economic growth

Indicator with Definition	Clarification	Rationale for Inclusion	Basis for Assessing Performance	Data Sources
CETC Report Card Employment and Retention in Employment: Number of occupational program graduates employed upon graduation and still employed 6 months later	Do the community colleges' adequately prepare students to get a job and maintain that employment?	Career education, providing programs of occupational, vocational, technical and technological and career education designed to provide training for immediate employment, job retraining or upgrading of skills to meet individual, community and state manpower needs, is one of the critical success factors of the community college system statutory mission.	Internal Benchmarking	Banner and DOL data match

BEST COPY AVAILABLE

Goal 4: To promote the economic development of the state to help business and industry sustain strong economic growth (Continued)

Indicator with Definition	Clarification	Rationale for Inclusion	Basis for Assessing Performance	Data Sources
***Degree Conferred by Credit Program:** The number and percentage of degrees conferred by credit program: ▪ Business ▪ Health/Life Science ▪ Other Sci/Tech/Eng ▪ Social Sciences ▪ Liberal Arts & General Studies ▪ Humanities/Arts/ Communications ▪ Education	What are the number and percentage of students graduating from credit programs?	Compared to other constituent units of higher education, community college students are typically ethnically diverse, older, work full- or part-time, have families. It will certainly take them longer to graduate than the typical 18-year-old entering college right after high school, but they do enroll in large numbers and eventually graduate in large numbers as well.	Internal Benchmarking	IPEDS

Goal 5: To respond to the needs and problems of society

Indicator with Definition	Clarification	Rationale for Inclusion	Basis for Assessing Performance	Data Sources
***Non-credit registrations:** Annual registrations (running from summer term through spring term) of non-credit students by the following two categories 1) personal development and 2) workforce development.	Are Connecticut colleges and universities providing increased opportunities for life-long learning and short-term training needs?	Measure of higher education responsiveness in meeting local life-long learning and training needs.	Internal benchmarking	Banner

BEST COPY AVAILABLE

Goal 5: To respond to the needs and problems of society (Continued)

Indicator with Definition	Clarification	Rationale for Inclusion	Basis for Assessing Performance	Data Sources
Collaborative Activities within the Community: Narrative description of collaborative activities and programs within the descriptions of selected programs.		Community Service, including (1) activities designed to enrich the intellectual, cultural and social life of the cmty, (2) educational services designed to promote the development of skills for the effective use of leisure time, (3) activities and programs designed to assist in the identification and solution of cmty problems & (4) utilization of college facilities and services by cmty groups to the extent such usage does not conflict with the regular schedule of the college, is one of the critical success factors of the community college system statutory mission.	Internal benchmarking	College Narratives (one or two paragraphs)

BEST COPY AVAILABLE

Goal 6: To ensure efficient use of resources

Indicator with Definition	Clarification	Rationale for Inclusion	Basis for Assessing Performance	Data Sources
***Real Cost per Student**: The ratio of total operating expenditures including fringe benefits to full-time equivalent (FTE) students.	How does the current real cost of educating a student in Connecticut's higher education system compare to peer institutions?	Measure of the relative efficiency with which institutions use resources compared to peer institutions.	Benchmark to peer institutions	IPEDS ▪ Finance Survey ▪ Enrollment Survey
Indicator with Definition	**Clarification**	**Rationale for Inclusion**	**Basis for Assessing Performance**	**Data Sources**
***Graduation Rates**: The number and percentage of first-year, full-time degree seeking students in a cohort who complete within 3 years.	Do our Connecticut public institutions offer programs and services that help its students achieve a college degree in the amount of time used as a national standard?	A measure of the proportion of first-time full-time freshmen that complete their degree within 3 years for 2-year institutions and 4, 5 and 6 years for 4-year institutions.	Benchmark to peer institutions	IPEDS
Indicator with Definition	**Clarification**	**Rationale for Inclusion**	**Basis for Assessing Performance**	**Data Sources**
***Retention Rates:** The percentage of first-time, full-time degree seeking students in a cohort who return the following fall semester.	What percentage of first-time, full-time degree seeking students who attend a community college in a fall semester return the following fall?		Internal Benchmarking	Banner

BEST COPY AVAILABLE

Goal 6: To ensure efficient use of resources (Continued)

Indicator with Definition	Clarification	Rationale for Inclusion	Basis for Assessing Performance	Data Sources
Enrollment by Credit Program: The number and percentage of students enrolled in credit programs: ▪ Business ▪ Health/Life Science ▪ Other Sci/Tech/Eng ▪ Social Sciences ▪ Liberal Arts & General Studies ▪ Humanities/Arts/ Communications ▪ Education ▪ Non-matriculated	What are the number and percentage of students enrolled in credit programs?	Compared to other constituent units of higher education, community college students are typically ethnically diverse, older, work full- or part-time, have families. It will certainly take them longer to graduate than the typical 18-year-old entering college right after high school, but they do enroll in large numbers and eventually graduate in large numbers as well.	Internal Benchmarking	Banner

*Common Core: UCONN, CSU, and CTC
Indicators in ***Italics*** are those for which peer data will be available.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").